

SACRED HEART HIGH SCHOOL



CAREERS EDUCATION POLICY

MARCH 2025

to be reviewed March 2026

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1 INTRODUCTION

The Sacred Heart High School Hammersmith is an 11-18 girls' Comprehensive Academy. All that we do in our school is underpinned by our Mission statement.

We are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings. We seek constantly to improve everything we do so that we can make a difference for the young women who will shape the society of the future. Our Careers Education and Guidance policy seeks to do this through:

- Providing an education which inspires a life-long love of learning
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith
- Offering a broad and balanced curriculum which meets the needs of each student
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others
- Building upon our partnership with parents, the Society of the Sacred Heart, Governors, the Church and the local Authority
- Strengthening and extending collaborative links with the international network of Sacred Heart schools and Colleges, other learning institutions, including Universities and the wider community
- Creating a well ordered, stimulating, and secure learning environment, which encourages personal growth and development
- Making effective use of all our resources on behalf of the young people who come here

Rationale

Sacred Heart High School believes it is a right for every young person in our school to have access to the highest quality Careers, Education and Guidance and Information (CEIAG) to support their learning and decision making as they transition through each stage of their education. Therefore, all young people need a planned programme of activities that are stimulating and interesting which lead to raising their aspirations for what they might be and do in the future in a changing global world of work.

This policy outlines:

- Those with responsibility for **Careers Education, Information, Advice and Guidance** (CEIAG).
- The aims and desired outcomes of our careers advice and guidance
- The statutory requirements and recommendations.
- The provision of careers curriculum for pupils in all Key Stages 3, 4 and 5.

2 STATUTORY REQUIREMENTS AND RECOMMENDATIONS

Our Careers Programme has been informed by the following statutory guidance;

- DfE 'Careers guidance and access for education and training providers' (Jan 2023)
- DfE 'Career Strategy: Making the most of everyone's skills and talents' (December 2017)
- DfE 'Careers Guidance and Inspiration in Schools' (March 2015)
- Good Career Guidance 'Gatsby Benchmarks'

3 CAREERS LEADERSHIP AND OPERATIONS

At Sacred Heart High School, the CEIAG team co-ordinate and monitor the delivery of the School Careers Plan. The CEIAG team comprise of:

- Mr H Williams, Head of Careers & Guidance
- Mrs M Conran, Deputy Headteacher with responsibility for the quality assurance of Careers Education, Information, Advice and Guidance at Sacred Heart High School
- Mrs Kate Farmer, Governor for Careers Education, Information, Advice and Guidance (CEIAG)

4 AIMS AND DESIRED OUTCOMES

Our **Careers Education, Information, Advice and Guidance (CEIAG) at Sacred Heart High School** aims to:

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences including opportunities to work in partnership with employers, training providers, local colleges, Higher Education Institutions and other external organisations
- Develop characteristics e.g. social skills, communication, innovation, creativity, resilience and leadership which support students to achieve highly in the curriculum and in their careers
- Inspire, motivate and empower students to develop their aspirations at all key transition points leading to informed decisions
- Develop enterprise and employability skills including skills for self-employment
- Support inclusion, challenge stereotyping and promote equality of opportunity

A report will be provided annually to the Curriculum Committee to show how these aims have been addressed and their outcomes.

5 CAREERS CURRICULUM

The taught element Careers Education programme is delivered through PSHE lessons across all year groups 7-13. There are different units for each year group and these are outlined below. Additionally, departments also deliver careers education related to their specific subject area during lessons. Details of each

unit, separate days and events and timings can be found in the **Careers Programme** in Appendix 1 in the ***Careers Education Plan, which is reviewed annually.***

- **Year 7 Careers Unit: Excite**
Knowing yourself and understanding what a career is.
- **Year 8 Careers Unit: Inspire**
The Importance of Career Choices
- **Year 9 Careers Unit: Reach**
Choosing subjects and researching careers
- **Year 10 Careers Unit: Aspire**
Exploring career options and building skills
- **Year 11 Careers Unit: Elevate**
Making plans and taking next steps
- **Year 12 Careers Unit: Empower**
Preparing for the future and learning about the workplace
- **Year 13 Careers Unit: Flourish**
Moving into higher education and employment

Pupils in all year groups will have access to a range of extra-curricular clubs and a wide range experiences enabling them to see of the world of work in different contexts, helping them to understand different subjects and their application in the real world.

Pupils with Special Educational Needs or Disabilities (**SEND**) and those pupils in receipt of **Pupil Premium** receive personalised support from the SENCO, independent careers advisor and external bodies where appropriate.

6 INFORMATION AND RESOURCES

Pupils at Sacred Heart High School are provided with a number of ways to access information on different pathways and career options:

- Career Advisor meetings in Y9, Y10, Y11, Y12 and Y13
- STEAM Events
- UNIFROG – all students
- UCAS (online platform and programme) – Years 12 and 13
- UCAS Careers Fair (Spring Term – Years 12,13)
- Ongoing Careers Events, Employer Encounters and Experiences of workplaces via The West London Partnership and London Careers Fairs
- Work Experience Y12
- Access to external speakers from employers (local, national and international), apprenticeship programmes, professional bodies and organisations as well as former pupils

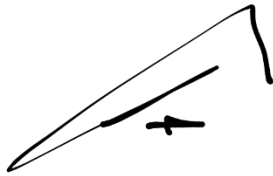
- Work Experience and networking opportunities through Hammersmith and Fulham Secondary Careers Advisor Team

7 REVIEW AND RATIFICATION

This policy (together with its appendices) has been approved and ratified by the Headteacher, Curriculum Committee in March 2025 and Full Governing Body in April 2025. The policy will be reviewed annually.



Mrs S O'Donovan
Headteacher



Glen Hodgson
Chair of Governors

Appendix One - Careers Framework and Outcomes/Progression Framework 2024

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 7 Excite	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Be aware of who they are • Explore dream jobs • Learn what we mean by 'career' • Find out what entrepreneurs do • Learn about work-life balance • Learn about careers and their future 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe who they are • Draw connections between their likes, culture, connections and interests • Identify the key skills and themes that relate to their 'dream job' • Explain the benefits of exploring related career options and not focusing on one single dream job • Define 'what is a career?' • Identify a range of career sectors and jobs that they might be interested in • Understand the skills required for different jobs, and the rewards and challenges they may bring in the future • Define what an entrepreneur is • Identify some entrepreneurial skills • Explain what a role model is • Explain what work-life balance means to them • Suggest ways to improve work-life balance and manage situations of work-life imbalance • Describe an example of when they've demonstrated the skill of balance • Identify a skill that's predicted to be valued by future employers • Explain at least one example of how careers have changed over time 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All students will have completed their Interests Profile on Unifrog • All students will have started to record their Activities • All students will have accessed the online careers library and have recorded three dream careers • Lesson observations, learning walks and pupil voice with feedback to staff and students 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 8 Inspire	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Be aware their own interests and particular careers • Understand CVs • Learn about the workplace • Find out how to create the life they want • Define what success looks like • Learn about careers and the climate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe their interests • Draw connections between interests and career options • Write about an activity that links to their interests • Explain how employers recruit people • Identify information that goes into each section of a CV • Create an effective CV tailored to a job advert • Identify some of the rewards associated with working • Identify some of the challenges associated with working • Define what having a growth mindset means • Define what success means to them • Acknowledge that success can be measured in different ways and can be achieved within lots of different career paths • Reflect on their own successes and set goals for future successes • Describe a career that could be considered a green career • Describe a subject that could be considered a sustainable degree 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All student will have updated their Interests Profile • All students will have continued to record Activities carried out in Y8 • All students will have accessed the online careers library and skills tool to link skills used at school to their careers • All students will have created a CV in response to a job advert • Lesson observations, learning walks and pupil voice with feedback to staff and students 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 9 Reach	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Be aware of their own skills • Explore learning pathways after school • Learn how to choose KS4 options • Find out how to take control of your career journey • Learn how to manage your money • Learn about the labour market (LMI) • 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why developing and recording skills now is important for the future world of work • Reflect on their own skills and achievements • Explain how skills can be developed and the benefits of accepting help, advice and support • Identify a learning pathway they'd like to explore further • Name pathways, qualifications, skills, and progression opportunities related to an example career • State sources of further information about learning pathways • Identify the career needs and wants of themselves and others • Understand how to take the initiative in developing their career journey • Reflect on how to overcome barriers people face on their career journeys • Identify some of their employment rights as a school-age worker • Calculate a monthly wage from an hourly rate or annual salary • List some essential and non-essential expenditure when creating a budget 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All student will have updated their Interests Profile • All students will have continued to record Activities carried out in Y9 • All students will have accessed the online careers library and skills tool to explore the impact of Y9 options choices on careers • All students will be able to explain the importance of budgeting • All students will have attended the Y9 Options evening and completed the reflection on Unifrog • All students will have experienced a small group meeting with the careers advisor and completed the reflection on Unifrog • Lesson observations, learning walks and pupil voice with feedback to staff and students 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 10 Aspire	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Reflect on their career journey • Explore employer profiles • Learn about different career types • Learn about different workplaces • Learn about workplace wellbeing • Learn about in-person, hybrid and remote working 	<ul style="list-style-type: none"> • Students will be able to: • Identify what they're doing to support their career journey • Draw connections between their past, present, and future in relation to their career journey • Identify the career values important to them • Use the Unifrog Know-how library to research employers <p>Identify skills and experiences that are valued by employers</p> <ul style="list-style-type: none"> • Give examples of characteristics of a high quality employers • Explain what is meant by the word "career" • Identify the four career types, and the benefits and drawbacks of each type • Evaluate each career type and explain which they believe is right for them. • Explain the correct work experience protocols including health and safety awareness • Identify how to get the most out of going on work placement • Prepare goals for their own work placement visits • Name examples of reasonable adjustments an employer could make in response to mental health • Name examples of health and safety responsibilities of the employer • State what to do in response to workplace discrimination • Explain the pros and cons of remote working • Explain the pros and cons of in-person working • Explain the pros and cons of hybrid working 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All student will have completed their Personality Profile and Preferred Work environments • All students will have experienced a small group meeting with the careers advisor and completed the reflection on Unifrog • All students can explain five at least skills which are important to employers and the skills necessary for their own careers aspirations • Lesson observations, learning walks and pupil voice with feedback to staff and students 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 11 Elevate	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Reflect on employability skills • Explore pros and cons of post-16 pathways • Learn how to choose a post-16 pathway • Research volunteering and paid work • Compare apprenticeships and HE • Reflect on the role of AI in careers 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why it's important to record experiences, learning and achievements • Describe some strategies to manage their CV, resumé or online presence and its impact on career opportunities • Explain the benefits of responding positively to help, support and feedback • Recognise the value of challenging themselves and trying new things • Identify pros and cons of full-time education • Identify pros and cons of employment • Identify pros and cons of apprenticeships • Understand how to make informed decisions • Identify the decision they need to make about their post-16 choices • Plan how they will make an informed decision about their post-16 choices • Identify the benefits and drawbacks of volunteering and different types of paid work • Understand the rights and responsibilities of employers and volunteer providers • Research different types of opportunities suitable for them including paid work, self-employment and volunteering • State pros and cons of apprenticeships • State pros and cons of higher education • Explain how factors such as someone's financial situation could impact their career pathway choices • Explain how people around the world feel about AI • Describe the types of tasks that AI can and cannot do • Evaluate predictions about AI, and arguments on each side of the debate 'Is AI a threat to our jobs?' • Explain how different groups of people in society might feel about AI and how it might affect their decision-making processes 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All students will have used the CV and writing tool to draft application materials • All students will have researched post-16 options on Colleges and 6th Form and Apprenticeships tools • All students will have experienced a small group meeting with the careers advisor and completed the reflection on Unifrog • All students identified as NEET will have met with careers advisor individually and recorded experienced on Unifrog • Lesson observations, learning walks and pupil voice with feedback to staff and students 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 12 Empower	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Prepare for and reflect on 1:1 careers advice • Explore pros and cons of post-18 pathways • Learn how to set careers goals • Learn how to network and be enterprising • Learn how to balance life, learning and work • Learn what makes a good employer 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what happens in a one-to-one personal guidance session with a careers adviser • Reflect on their career journey • Identify the career values that are important to them • Identify pros and cons of post-18 pathways • State both plan A and plan B pathways suitable for reaching an example career goal • State pros and cons of at least three post-18 career pathways • Use the RAM goal-setting approach • Identify a career goal • Identify at least one next step they could take in their career journey • Understand how to network and be enterprising • Draw connections between skills and careers connected to networking and being enterprising • Articulate how they could prepare for a range of networking and enterprising events that could take place in school • Identify employment rights as a young worker in the UK • Explain why work-life balance is important • State the pros and cons of higher education at different life stages • Identify features of what could make a company 'good' to work for • Explain how to research companies prior to employment • Describe what traits they'll be looking for in a future employer 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All students will have developed and recorder goals using the Subjects and Careers libraries on Unifrog • All students will have met with the careers advisor individually and recorded their reflections on Unifrog • All students will have completed work experience and recorded their experience on Placement • Lesson observations, learning walks and pupil voice with feedback to staff and students • All students will have visited the UCAS fair 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

	Learning Objectives • What will they learn?	Measurable Outcomes • What will they achieve?	Monitoring and Evaluation • How will you measure what you want them to achieve?	High Performance Learning links
Year 13 Flourish	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • Create a personal brand (CV, UCAS) • Prepare for interviews • Learn how to manage transitions • Learn how to prepare for an employer assessment day • Learn about self-employment • Learn what makes good working conditions 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the concept of a personal brand • Explain the importance of seeking feedback on a CV • Give an example of how an online profile can help (or hinder) recruitment • Explain the purpose of an interview • Provide examples of ways they can prepare for an interview • Give an example of a question an applicant could ask an employer at the end of an interview • Identify some of the emotions associated with processing change • Describe some of the challenges they might experience with their upcoming post-18 transition • Explain at least one strategy for managing a transition within their career journey • Explain the purpose of an assessment day • Use either team working or observation skills in a group challenge • Identify strengths and areas for improvement • Explain what it means to be an entrepreneur • Identify the risks and challenges associated with self-employment • Identify the benefits associated with self-employment • Summarise current workplace conditions • Explain what is meant by a four-day week • Evaluate the benefits and drawbacks of a four-day week • Explain their point of view on the question 'should all employers adopt a four-day week?' 	<p>This will be shown through:</p> <ul style="list-style-type: none"> • All student will complete post-18 applications through Personal Statement and CV tools • All students will receive at least one session with the careers advisor • Lesson observations and pupil voice • All students will update Unifrog with interests, skills and experiences 	<p>Enquiring</p> <p>Strategy Planning</p> <p>Creative and Enterprising</p> <p>Open-Minded</p> <p>Concerned for Society</p>

Appendix Two – Careers Programme Overview

Careers Programme Overview 2024 Sacred Heart High School

THE CAREERS & ENTERPRISE COMPANY

Vision Statement

At Sacred Heart High School, all students will have the tools, knowledge and experience to make informed and relevant choices about their futures. They will feel confident in their understanding of the opportunities which are open to them and clear about the steps they need to take and the qualities they need to develop in order to achieve fulfilling and rewarding careers.

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Milestones and Learning Outcomes

Year 13

- Create a personal brand (CV, UCAS)
- Prepare for interviews
- Learn how to manage transitions
- Learn how to prepare for an employer assessment day
- Learn about self-employment
- Learn what makes good working conditions

Year 12

- Prepare for and reflect on 1:1 careers advice
- Explore pros and cons of post-18 pathways
- Learn how to set careers goals
- Learn how to network and be enterprising
- Learn how to balance life, learning and work
- Learn what makes a good employer

Year 11

- Reflect on employability skills
- Explore pros and cons of post-16 pathways
- Learn how to choose a post-16 pathway
- Research volunteering and paid work
- Compare apprenticeships and Higher Education
- Reflect on the role of AI in careers

Year 10

- Reflect on your career journey
- Explore employer profiles
- Learn about different career types
- Learn about different workplaces
- Learn about workplace wellbeing
- Learn about in-person, hybrid and remote working

Year 9

- Be aware of your own skills
- Explore learning pathways after school
- Learn how to choose KS4 options
- Find out how to take control of your career journey
- Learn how to manage your money
- Learn about the labour market (LMI)

Year 8

- Be aware your own interests
- Understand CVs
- Learn about the workplace
- Find out how to create the life you want
- Define what success looks like
- Learn about careers and the climate

Year 7

- Explore who you are as a person
- Explore dream jobs
- Learn what is meant by a 'career'
- Find out what entrepreneurs do
- Learn about work-life balance
- Learn about careers and your future

Key Events and Experiences

Year 13

- UCAS applications
- Apprenticeship applications
- Interviews with careers advisor
- Visiting speakers
- University visits
- Workplace visits

Year 12

- Work Experience
- Interviews with careers advisor
- UCAS fair
- University visits
- Apprenticeship talks
- Workplace visits
- Visiting speakers

Year 11

- 6th form applications
- Interviews with careers advisor
- Visiting speakers
- Workplace visits
- Careers fairs
- 6th form taster sessions



Year 10

- Workplace visits
- Visiting speakers
- Interviews with the careers advisor
- Arts Week
- Careers fair
- First Give Project



Year 9

- Careers fair
- Arts Week
- Visiting Speakers - university, apprenticeships
- Options Evening
- Steam Events

Year 8

- Careers fair
- Arts Week
- Visiting Speakers - inspiring ideas
- STEAM events



Year 7

- Careers fair
- Arts Week
- Visiting Speakers - exciting careers
- Careers Day
- STEAM events

Inspiring and preparing young people for the world of work.